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ABSTRACT

This learning module is one of a series that teaches the competencies of "Job Search Skills," part of the "Work Skills" package--a set of competency-based instructional materials written for low-level readers that prepares students with specific job search and job keeping skills. ("Work Skills" is part of the "Connections" package, which represents a synthesis of significant work on education and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) The following tasks are covered in a series of operational units: maintaining regular attendance (being punctual and dependable), being thorough and diligent (completing tasks willingly and on time, being persistent and persevering, and maintaining professional knowledge), and following safety practices (identifying and following general safety rules, operating equipment safely, and identifying and demonstrating first aid techniques). Each operational unit contains some or all of the following: a competency statement, a task statement, a unit title, a performance objective, steps entailed in completing the performance objective, and one or more information sheets. (MN)

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Work Skills

Work Maturity Skills
Competency 3

Practice Good Work Habits

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Connections
School and Work Transitions

Work Skills

Competency 3.0
Practice Good Work Habits

A Module in the Work Maturity Skills Series

Bettina A. Lankard

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CONTENTS

INTRODUCTION 1

TASK 3.01: MAINTAIN REGULAR ATTENDANCE

Operational Unit 3.01A: Be Punctual 9
Operational Unit 3.01B: Be Dependable 12

TASK 3.02: BE THOROUGH AND DILIGENT

Operational Unit 3.02A: Complete Tasks Willingly and On Time 17
Information Sheet 3.02A 20
Operational Unit 3.02B: Be Persistent and Persevering 21
Operational Unit 3.02C: Maintain Professional Knowledge 23

TASK 3.03: FOLLOW SAFETY PRACTICES

Operational Unit 3.03A: Identify and Follow General Safety Rules 27
Information Sheet 3.03A 29
Operational Unit 3.03B: Operate Equipment Safely 30
Information Sheet 3.03B 33
Operational Unit 3.03C: Identify and Demonstrate First-Aid Techniques 34

Introduction

The Work Maturity Skills training program is designed to help you develop the skills you need to keep a job. These skills, which are called work maturity skills, are skills that relate to a worker's behavior on the job. They are as important as job skills. They enable workers to function in a job setting.

Why Do You Need Work Maturity Skills?
All workers interact with other people—their bosses and co-workers, their customers and suppliers, mail workers, telephone operators, and many others. Even people who work alone interact with at least one other person. Therefore, workers must know how to get along with others.

Work maturity skills have a lot to do with relationships with others. Think about your—

- appearance,
- ability to accept responsibility,
- method of communicating,
- work attitudes,
- ability to cooperate with others, and
- work habits.

All these factors affect interpersonal relationships.

Another part of work maturity is doing a good job. There are special attitudes, habits, and practices that enable people to do their work well . . . to be productive. Some of these are—

- being dependable,
- accepting new ways of doing things,
- maintaining confidentiality,
- being punctual,
- using good communication,
- managing responsibilities,
- completing tasks willingly and on time,
- operating equipment safely, and
- dealing with frustration.

All of these factors affect quality of work.

Do you know the main reason people lose their jobs? It is *not* because they lack job skills. It is because they cannot get along with others and do a good job. They lack work maturity skills.

Can you understand why people need skills in these areas? These skills affect how people see you . . . and feel about you. They affect how you do your job. They may determine whether or not you keep your job.

Once you learn these work maturity skills, you will be able to function in many kinds of jobs. That is true because these skills are transferable. That is, they can be transferred (taken) from one job to another. These are valuable skills to have in our changing society. They are skills that will keep you employable.

What Is So Special about the Work Maturity Skills Program?

The Work Maturity Skills training program follows a special course of instruction It is called individualized competency-based instruction.

Individualized Competency-Based Instruction

That is a long title!

- *Individualized* means it is designed for you and your needs.
- *Competency-based instruction* means the instruction is based on (built around) competencies or sets of skills.

Individualized competency-based instruction is special. It allows you to work on skills you need . . . not the ones you already have. For example, do you arrive on time for classes? Meetings? Work? Yes? Then you do not have to develop this competency. You already have it. You can spend your time on competencies you need.

There is another advantage to an individualized program. You can progress at your own pace. You may find that some skills are easy for you. They will require little time to develop. Other skills may be especially difficult. Developing those skills will require more time. You can determine the time you spend on each skill. You can set the pace.

What Are the Competencies Required for Work Maturity?
Employers have identified seven main sets of skills or competencies they want their workers to have. These competencies are:

1.0 Present a Positive Image
2.0 Exhibit Positive Work Attitudes
3.0 Practice Good Work Habits
4.0 Practice Ethical Behavior
5.0 Communicate Effectively
6.0 Accept Responsibility
7.0 Cooperate with Others

How Is This Individualized Program Built around These Competencies?
Instructions for developing each of the seven work maturity competencies are in seven separate modules. This module contains instruction for Competency 3.0: Practice Good Work Habits.

Look at the outline that follows: Find the competency statement. It is listed by whole number. Example:

3.0: Practice Good Work Habits

3.0: Practice Good Work Habits

3.01: Maintain Regular Attendance

3.01A: Be Punctual

3.01B: Be Dependable

3.02: Be Thorough and Diligent

3.02A: Complete Tasks Willingly and on Time

3.02B: Be Persistent and Persevering

3.02C: Maintain Professional Knowledge

3.03: Follow Safety Practices

3.03A: Identify and Follow General Safety Rules

3.03B: Operate Equipment Safely

3.03C: Identify and Demonstrate First Aid Techniques

Each competency is broken down into tasks. These tasks are *parts* of competencies. They are the tasks you must do to develop the competencies. The tasks are numbered with decimals. Example:

3.01: Maintain Regular Attendance
3.02: Be Thorough and Diligent

Each task is broken down into operational units. Operational units are units of work. They are *parts* of tasks. The operational unit to each task is designated by letter. Example:

3.01A: Be Punctual
3.01B: Be Dependable

Read through the outline. Get to know the content areas.

How Should I Begin?
First, learn how the module is organized. Turn to the first operational unit. Each operational unit is titled in this way:

Competency 3.0:	Practice Good Work Habits
Task 3.01:	Maintain Regular Attendance
Operational Unit 3.01A:	**Be Punctual**

Next is the performance objective. This objective is a statement. It describes—

- the conditions under which you begin your performance:

  Given a time to report to work

- the job-related performance expected of you:

  you will be able to be on time

- and the standards of performance:

  100% of the time

Next are the steps you will follow to do the unit of work. Example:

Step 1. Find out the time you must report to work.

And following are the procedures you will follow to do the steps. Example:

a. Talk with your instructor. (Talk with your supervisor too, if you are employed.) Ask for the time you are to report to work.
b. Write the hours on Worksheet 3.01A. Note if they are different each day.

The information sheets for this module are included. Get worksheets and evaluation checklists from your instructor. Keep your completed worksheets and other pages. You will refer to them throughout the program.

After you complete all the procedures and steps, *stop*. This is the time you must decide if you are in doubt about any part of the unit. If so, you must seek help from your instructor and repeat the unit.

If you feel you have satisfactorily completed the unit, rate yourself on the evaluation checklist. (The evaluation checklist is at the end of the unit.) Then see your instructor. Give him or her your completed worksheet and the evaluation checklist. Your instructor will check your work and rate you on the checklist. Then you will begin another operational unit.

Now, read the evaluation checklists in the operational units. Can you perform any of the skills? If so, see your instructor. Demonstrate the skill required. Ask the instructor to evaluate you. There is no need to work on competencies you already have.

Then, begin to work on a competency you need.

Good luck! Enjoy the Work Maturity Skills training program.

Task 3.01
Maintain
Regular Attendance

Competency 3.0:	Practice Good Work Habits
Task 3.01:	Maintain Regular Attendance
Operational Unit 3.01A:	**Be Punctual**
Performance Objective:	Given a time to report to work, you will be able to be on time 100% of the time.

Step 1. Find out the time you must report to work.

a. Talk with your instructor. (Talk with your supervisor, too, if you are employed.) Ask for the time you are to report to work. Try to report to work at least 15 minutes before the scheduled starting time.
b. Write the hours on Worksheet 3.01A. Note if they are different each day.
c. Post a copy of your schedule in your bedroom. Check it before you set your alarm each night.

Step 2. Make arrangements for children or other people who depend upon your care.

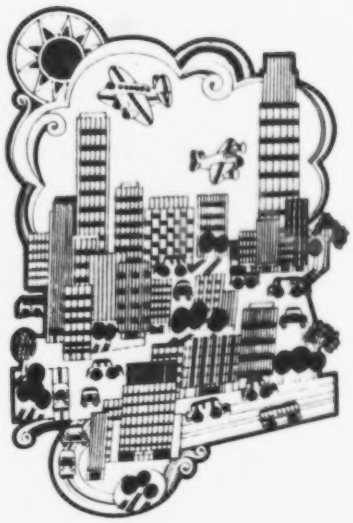
a. Find a responsible person or agency to care for any children, elderly parents, and so forth.
b. Set a time for the child or adult to arrive at the care site. Or set a time for the care person to arrive at your home.

Step 3. Make arrangements for transportation.

a. Find one type of transportation you can use (for example, car, bus, or train). Record it on Worksheet 3.01A.
b. Find another type of transportation you might use. Sometimes the first choice is not possible. (For example, your car may not start.) Record the name on Worksheet 3.01A.

c. Get any facts or items you need. (For example, get a bus schedule, facts about where the bus stops, or a train schedule.)
d. If you share a car with other people, find out when you can use it.

Step 4. Determine the amount of time you need to travel by car.



a. Find out the amount of time it takes to get to work. Find this for each type of transportation you chose. Add time for parking. Add ten extra minutes so you can arrive early. Record these facts on Worksheet 3.01A.
b. Add time for unexpected delays, such as snow or heavy traffic. Record this time on the worksheet.
c. Add time if you must drive to a child care or adult care site. Record this time on the worksheet.
d. Find the total time. Add the numbers you wrote on Worksheet 3.01A.
e. Find your departure time. Subtract your total travel time from the starting time. Write this time under *Departure* on the worksheet. This is the time you must leave for work.

Step 5. Determine the time you need to travel by bus or train.

a. Look at the amount of time you need for transportation. Look at Worksheet 3.01A.
b. Find out which bus or train will get you to work on time. (Allow ten extra minutes so you can arrive early.) Check the bus or train schedules. Record this time on Worksheet 3.01A under *Schedule*.
c. Allow extra time if you must walk or drive to a bus or train stop. Record under *Extra Time*.
d. Record your departure time on the worksheet. Subtract *Extra Time* from *Schedule* time. This is the time you must

leave for work. Write this time on the worksheet.

Step 6. Call your supervisor if you are delayed.

a. Telephone your supervisor (or instructor) if you think you will be late.
b. Explain the problem.
c. State when you will arrive.
d. Avoid being late in the future. Plan ahead so it will not happen again. Employers are not happy with workers who are often late for work.

Step 7. Arrive at work on time.

a. Record the time you report to work each day. Write the time you get to this training program. Write the time you get to your job if you have one.
b. Correct any problems that cause you to be late.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then, take your worksheet and evaluation checklist to the instructor for evaluation. Your instructor will observe your punctuality during this training program and rate you. He or she will contact you if you are not punctual for this program.

Competency 3.0:	Practice Good Work Habits
Task 3.01:	Maintain Regular Attendance
Operational Unit 3.01B:	**Be Dependable**
Performance Objective:	Given a work environment, you will be able to exhibit dependable behavior to the satisfaction of the instructor.

Step 1. Be ready to work at the starting time.

a. If you need extra time after arrival, plan for it. Arrive early.
b. Avoid visiting with other workers. Wait until lunch time or rest break.

Step 2. Be absent only for valid reasons.

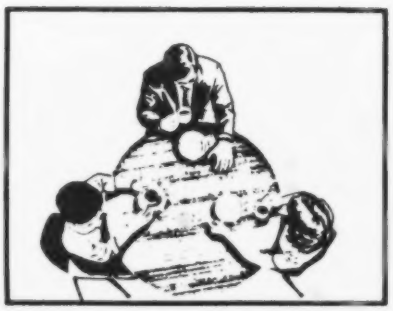
a. Find out reasons for which you may be absent. Your illness? Death in the family? Paternity or maternity leave? Doctor appointments?
b. Find out company rules about absences. Find out rules about absences from this training program.
c. When you have been absent, present an acceptable excuse as soon as you return to work.

Step 3. Let other workers know when you leave your work station.

a. Tell your instructor, secretary, or a co-worker where you can be reached.
b. Tell appropriate personnel when you will return.

Step 4. Get permission ahead of time for late arrival.

a. If you know you will be late some morning, plan ahead. Get permission from your instructor or supervisor ahead of time.
b. Explain your reasons for arriving late. Don't plan to arrive late often.



Step 5. Take breaks only at approved times.

a. Do not leave your work area early for lunch or rest breaks.
b. Take only the amount of time allotted. Return to your work area at the specified time. Do this even if other employees don't.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then ask your instructor to observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin the first unit for the next task in this module.

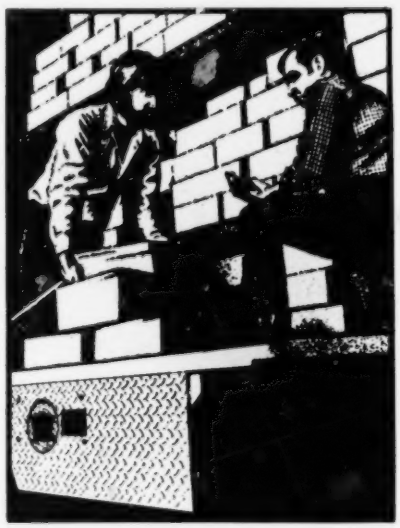
Task 3.02
Be Thorough and Diligent

Competency 3.0:	Practice Good Work Habits
Task 3.02:	Be Thorough and Diligent
Operational Unit 3.02A:	**Complete Tasks Willingly and on Time**
Performance Objective:	Given a list of tasks, you will be able to organize and perform tasks so that they are completed on time to the satisfaction of the instructor.

Step 1. Set goals and objectives.

a. Find out and list current tasks. Talk with your supervisor or instructor or both. Write your list on Part 1 of Worksheet 3.02A.
b. Make a list of your goals and objectives for each task you must do:
   - *Goals:* What you want to do.
   - *Objectives:* How you will do it.

   Ask your supervisor or instructor for help if necessary.

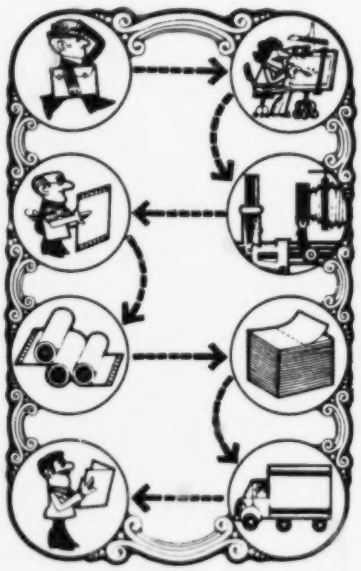


Step 2. Set priorities.

a. Ask your supervisor or instructor to tell you your deadlines. List them on the worksheet.
b. Determine the order in which tasks should be done. If confused, ask your supervisor or instructor. Make sure you know his or her wishes.
c. Number the tasks on your worksheet. Use No. 1 for the task you must do first.

Step 3. Manage time and resources effectively.

a. Plan how much time it will take you to do each task.



b. Find out if there are better or faster ways to complete the tasks. Talk with your supervisor, instructor, or other workers.
c. Do you foresee any problems? Discuss them with your supervisor or instructor. Do this immediately! It is important to plan ahead! For example:

John has three days to type a lengthy report. The report has lots of charts. John thinks it will take five days to type the report. That is two days more than he has. So, John talks with his supervisor. Together they decide the following:

1. *John will type everything* ***but*** *the charts.*
2. *Another typist will type the charts.*

Knowing about problems early makes it easier to solve them. In this case, the supervisor had time to act. He could find another person to type the charts. If John had not spoken up, the report would have been late.

Step 4. Work under pressure when necessary.

a. Find ways to relax tensions. Read Part A of Information Sheet 3.02A.
b. Find ways to renew energy. Read Part B of Information Sheet 3.02A.
c. List four steps each you might take to relax tensions and renew energy. Write your list on Part 2 of Worksheet 3.02A.
d. Follow these steps when you are under pressure to complete a task.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and evaluation checklist to the instructor. Your

instructor will check your answers, observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

Information Sheet 3.02A

Part A

Stress is common to many jobs. When people are under stress, they feel tense. There are several ways to relieve the tension caused by stress. Some are listed below.

Exercise:
Exercise can relax tightened muscles. It can provide a mental break from problems. For example, a person who is playing tennis is thinking about the game . . . not work. He or she is relaxing tightened muscles by using them.

Express feelings:
Don't keep your feelings hidden. Admit them. Say, "I'm so frustrated!" But express your feelings in a nice way. Don't hurt the feelings of other people.

Meditate:
Sit in a quiet place. Sit on a chair with feet on the floor. Relax. Let your mind wander to pleasant thoughts. Think of a peaceful, relaxing scene. Imagine yourself in that scene. For example, think of sitting alongside a peaceful stream. Imagine the quiet. Picture the sunbeams coming through the trees.

Part B

There are several things you can do to renew energy during the work day:

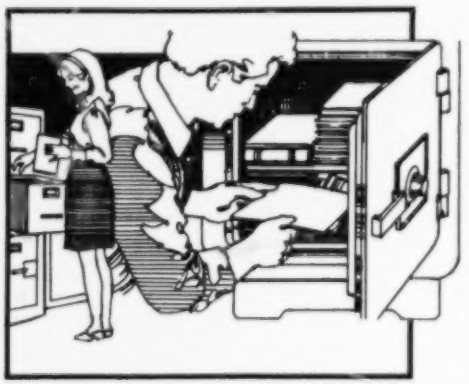
- Eat a high-protein snack. A hard-boiled egg or a piece of cheese will provide the fuel your body needs to get it going again. The natural sugar in fruit provides another pick-me-up.
- Exercise. Take a brisk walk during lunch. Take the stairs instead of the elevator to reach another floor. Follow a regular physical fitness program.
- Stretch. Relieve tired or tense muscles. Stretch to reach a shelf. Bend to pick up a book or some papers.
- Develop interests. Do things you enjoy. Talk about them. People who are enjoying life have more energy.

Read about other habits that promote physical fitness and increase energy level. Read Operational Unit 1.02B.

Competency 3.0:	Practice Good Work Habits
Task 3.02:	Be Thorough and Diligent
Operational Unit 3.02B:	**Be Persistent and Persevering**
Performance Objective:	Given definite work hours, you will be able to work productively to the satisfaction of the instructor.

Step 1. Complete tasks as outlined.

a. List the work you will do in the training program during the next three days.
b. Do the tasks you outlined for each day. Don't make excuses for avoiding work. don't put off doing something.
c. Get help if you need it. Ask your instructor or supervisor, if necessary.
d. Check off each task item as you do it.



Step 2. Use slack time productively.

a. Make a list of things you could do if you had extra time. List things you could do in this program . . . or at work. Don't be idle. What you do here will carry over to your job. For example, you could—
   - review operational units,
   - do more units,
   - organize your tool box, or
   - catch up on filing.

b. Check off each extra task as you do it.

Step 3. Avoid activities that are not related to work.

a. Avoid personal calls. If friends call you, say you will return their calls after work.
b. Avoid chatting with co-workers. Limit your personal talks. Use break times and lunch times for talking.

c. Avoid taking extra or extended breaks.
d. Avoid eating when on the job.
e. Avoid reading magazines or books that are not work related.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then ask your instructor to rate you and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

Competency 3.0:	Practice Good Work Habits
Task 3.02:	Be Thorough and Diligent
Operational Unit 3.02C:	**Maintain Professional Knowledge**
Performance Objective:	Given a field of work, you will be able to practice four strategies for professional development to the satisfaction of the instructor.

Step 1. Read articles that relate to your work.

a. Find out the names of magazines and journals that address your field of work. List them on Part 1 of Worksheet 3.02C.
b. Find the publications in the library. Or subscribe to them.
c. Read about current developments in your field of work.

Step 2. Join professional organizations.

a. Find out the professional organization for your field of work. For example, consider local chapters of these organizations:

- American Concrete Institute
- Professional Secretaries Inc.

b. Find out what the local chapter does at its meetings. Write a paragraph on Part 2 of Worksheet 3.02C.
c. Contact a member of the organization. Find out the membership requirements.

Step 3. Attend special training programs when offered.

a. Find out what training programs are offered in your area.

b. Determine whether any would help you to improve your skills.
c. Enroll in programs that will help you in your career.
d. Schedule time to attend the program.

Step 4. Attend staff development programs.

a. Note when special programs are given at your work or school.
b. Ask your supervisor or instructor for permission to attend.
c. Attend the programs. Take notes.
d. Keep the notes in a special file. Make sure you can find them if or when you need them.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the valuation checklist. Then take your worksheet and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin the first unit for the next task in this module.

Task 3.03
Follow Safety Practices

Competency 3.0:	Practice Good Work Habits
Task 3.03:	Follow Safety Practices
Operational Unit 3.03A:	**Identify and Follow General Safety Rules**
Performance Objective:	Given lists of safety rules, you will be able to identify 10 personally relevant rules for safety and identify and correct 8 safety hazards to the satisfaction of the instructor.

Step 1. Identify rules for personal safety and protection.

a. Read some safety rules about work attire. The rules are listed on Part A of Information Sheet 3.03A.
b. Discuss the importance of each rule. Think about the kind of work you do or want to do. Talk with co-workers or other students. Talk with people who do similar work.
c. List at least five rules for personal safety. Explain why each rule is important. Do Part 1 of Worksheet 3.03A.

Step 2. Identify general housekeeping rules.

a. Read some safety rules about housekeeping. Read Part B of Information Sheet 3.03A.
b. Discuss reasons why each rule is important. Talk with co-workers or other students. Discuss your experiences.
c. List the five rules that are most important for you to follow. Explain why each rule is important. Do Part 2 of Worksheet 3.03A.

Step 3. Identify and correct safety hazards in the work place.

a. Look at the work conditions shown on Part 3 of Worksheet 3.03A.
b. Find the hazard in each picture.
c. List the hazard under the picture.
d. Describe how to correct the hazard. Complete Part 3 of the worksheet.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

Information Sheet 3.03A

Safety is based on knowledge and skill. Workers must know about the safest ways to perform work. They must practice working carefully. They must follow rules.

But there is one more thing that is important. It is attitude! Workers must believe in the importance of safety. They must be willing to give time and effort to find the safest ways to do their work.

Following are some rules for you to think about. Read them. Think about how they fit into the work you do or want to do.

Part A: Work Attire

Clothing:

1. Keep clothes close to your body. Loose clothing can get caught in moving equipment.
   a. Keep shirts and jackets buttoned.
   b. Keep sleeves buttoned or rolled up.
   c. Wear fitted pants or skirts.

2. Avoid wearing jewelry.
   a. Don't wear dangling bracelets and watches around equipment.
   b. Don't wear rings when operating equipment.

Shoes:

1. Wear low, comfortable heels. They are safer for walking up and down stairs.
2. Wear sturdy, thick soles to protect feet from nails and other hazards.

Headgear:

1. Wear hats that provide protection from the sun.
2. Wear bands or hats to keep hair from eyes.

Protective Equipment:

1. Wear safety glasses. They protect eyes from harmful debris and liquids.
2. Wear safety shoes and boots. They protect feet from falling objects, harmful liquids, or materials like nails or glass.
3. Wear hard hats to protect head from falling objects.
4. Wear safety gloves to protect hands from harmful substances.

Part B: General Housekeeping Rules

1. Place tools, materials, and other substances in correct places.
2. Put rubbish and scrap in containers.
3. Wipe up spills immediately.
4. Keep floors free of dirt and trash.
5. Keep poisons in a locked cabinet.
6. Keep electrical cords out of traffic areas.
7. Keep electrical cords in good condition—no frayed ends.
8. Avoid using rugs that slide.

Competency 3.0:	Practice Good Work Habits
Task 3.03:	Follow Safety Practices
Operational Unit 3.03B:	**Operate Equipment Safely**
Performance Objective:	Given a work situation, you will be able to demonstrate safe and proper operation of tools and machines to the satisfaction of the instructor.

Step 1. Find out the safe and proper way to use power tools and machines.

a. List each piece of equipment you use in your work. Or list the equipment you would use in any one job. Keep your lists in a notebook.
b. Find an operating manual for each piece of equipment. Ask your instructor to help you locate the ones you need.
c. Read the manuals. Refer to the tools and machines as you read. Do this even if you have used a machine or tool for years. It is easy to pick up bad habits.
d. Watch a qualified person give a demonstration. Ask your supervisor to assign a person to show you how to use the equipment safely. Or ask your instructor to make plans for you to visit a training site. There you can watch a person at work.
e. Take notes. They will help you remember important facts. Keep your notes in the notebook.

Step 2. Find out the safe and proper way to use hand tools.

a. Find and read the instruction manual for each hand tool.

b. Watch a qualified person give a demonstration. Ask him or her to show you the proper way to hold and use each tool.
c. Take notes. Keep these notes in your notebook, too.

Step 3. Make a list of rules for safe use of equipment.

a. Review the things you read and observed in Steps 1 and 2.
b. Read the list of rules on Information Sheet 3.03B.
c. List at least 10 safety rules you would follow in a job. List these in your notebook.

Step 4. Identify and get any protective equipment needed in your job.

a. Ask your supervisor for a list of protective equipment you need. For example:
   Safety glasses
   Safety shoes and boots
   Safety gloves
   Hard hats
b. Write the list in your notebook.
c. Find out if you must purchase the equipment. Sometimes the employer provides such equipment.

Step 5. Identify and avoid wearing unsafe clothing.

a. List any clothing that would not be safe to wear in your job. For example, don't wear loose clothing around moving equipment.
b. List the kinds of shoes that should *not* be worn. For example, don't wear very high heels if you must go up and down stairs frequently.
c. Avoid wearing the clothing you listed.

Step 6. Practice using the tools and machines safely while under supervision.

a. Ask a worker or classmate to supervise you as you work.
b. Wear correct clothes and protective equipment.
c. Listen to any instructions that are given.
d. Concentrate on what you are doing. Try to remember how to do each step.

Step 7. Demonstrate safe and proper use of equipment on the job.

a. Review the notes in your notebook.
b. Ask someone to supervise your work. Ask him or her to look at the way you dress. Ask him or her to watch the way you use and operate equipment.
c. Follow any suggestions that are given.
d. Use equipment properly and safely as you do your work.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then, take your lists and evaluation checklist to your instructor. Your instructor will observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

Information Sheet 3.03B

Following are some rules for the safe use of equipment. Add other rules to this list. Talk with your instructor. Talk with other students. Talk with people who work in similar jobs. Get their ideas.

Hand tools

1. Select the correct size and type of tool.
2. Make sure the tool is sharp and properly adjusted.
3. Get proper instruction before using a tool.
4. Carry tools with pointed parts facing downward.
5. Do not carry tools in pockets.
6. Store tools properly when not in use.
7. Do not talk to other workers when using tools.

Power tools

1. Make sure equipment is in good condition.
2. Know the correct way to operate tools and machines.
3. Never leave a machine that is running.
4. Never use hands or sticks to slow or stop power equipment.
5. Unplug tools and machines when not in use.
6. Do not talk with other workers while they are operating equipment.
7. Keep electrical cords in good repair.
8. Use properly rated extension cords.

Competency 3.0:	Practice Good Work Habits
Task 3.03:	Follow Safety Practices
Operational Unit 3.03C:	**Identify and Demonstrate First-Aid Techniques**
Performance Objective:	Given a set of emergency situations, you will be able to identify and demonstrate proper first aid-techniques to the satisfaction of the instructor.

Step 1. Find out correct first-aid techniques.

a. Get a first-aid book from your instructor.
b. Read the techniques outlined in each course.
c. Watch a qualified person demonstrate to your class.
d. Practice the techniques. Work with other students. Ask your instructor to help you.

Step 2. Identify the correct emergency treatment in given situations.

a. Read the questions on Part 1 of Worksheet 3.03C.
b. Identify the correct emergency treatments. Circle the correct answers.
c. Check your answers with the key in Part 2 of Worksheet 303C.

Step 3. Demonstrate proper first-aid techniques.

a. Read the situations listed on Part 3 of Worksheet 3.03C.
b. Role play the technique you would use in each situation. Ask your instructor to observe.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then rate yourself and take your worksheet to the instructor for evaluation. Your instructor will evaluate your work and your role play demonstrations and offer advice, if necessary.

After your instructor evaluates each item on the Evaluation Checklist, begin another competency module. Work until you have completed all seven modules.

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